Class #25: Institutions and Policy Epochs
Discussion Questions for November 26, 2013
Related Readings: H&M, Chapter 7

Because writing assignments are meant to prepare you for class discussions, you must post a draft question on the Moodle Forum for this date if you want your submission to count. After posting a draft, you must revise and resubmit your final response for a grade by the following Sunday night. In the case of questions posted below, the final draft of your question is due by the end of the day on Sunday, December 1. Include your name, the full question number, and the text of the question on both your draft and final submissions.

25-1 In H&M Chapter Seven, there is discussion of the "three policy epochs" and of familiar social programs that originate in each of them. How are the characteristic styles of programs that originate in each era different?

25-2 Chapter Seven argues that morality must be an important part of social science analyses and that institutions provide settings in which "morality happens". How does this apply to Bryk's discussion of Catholic high schools?

25-3 Chapter Seven argues that central assumptions of "conventional social science" are no longer valid and that this sort of social science is "dead". What are those assumptions, what is wrong with them, and why is an institutional perspective more adequate?